

Alternate Assessment Updates 2010-2011

1. Alternate Assessment Test Window:

Monday, January 31 – Friday, April 8, 2011, 6:00 PM (10 weeks)

All assessments must be administered and scores entered, saved, and submitted in the online data entry system by 6:00 PM. January 31 – February 18 is the test window for the Terra Nova which is given to 5th and 7th graders. The Alternate Assessment is also the alternate for the Terra Nova. The three week window has been eliminated for downloading student materials. Beginning January 31, you may download tests, enter student demographic data, begin assessing students, and entering student scores.

2. Entering Student Caseload Information

All student names and demographic information needs to be entered into the online system by February 21, 2011 at the latest. You may begin entering student data on January 31, 2011.

3. Re-qualifying as an Alternate Assessment Qualified Assessors (QA) and Qualified Mentor-Trainers (QWT):

The online system remembers your prior status, however, your account has been reset to assessor-in-training. As a previous QA or QT, you will be offered “refreshing skills” which is a reduced number of training modules and proficiency exams. Please remember that per the Test Security Agreement, you **must** take the training modules **prior** to taking the proficiency exams. This is to ensure test reliability and validity of results.

Note: A small number of assessors did not complete all of the training modules prior to taking the proficiency exams last year. They will be required to complete all of the training modules again this year. It is critical that everyone train prior to testing. Refresher tasks will be available the following year.

4. AA Individual Student Reports:

Student reports will be uploaded to <https://akreports.k12test.com/> on May 16, 2011.

EED will not mail out student reports unless a district specifically requests this service.

District Test Coordinators received their logon and password at DTC training in September 2010.

5. AA Unofficial Student Reports:

These reports are available immediately after entering AND submitting all student scores into online system. Generally, these reports are not available after the test window closes. The unofficial reports will be available until June 17, 2011.

6. Reasons Not Tested:

Absent as a reason not tested has been eliminated this year as it is rare that a student is absent for ten weeks. Instead, choose **Other** and provide a brief explanation in the text box that will appear.

7. Collecting Additional Information on Timing/Scheduling Accommodations Used:

Refer to Table 2 in the Participation Guidelines for further definitions of accommodations.

“Breaks” means that the student was provided frequent breaks during testing.

“Multiple sessions” means that the test was administered over several days.

Select the option below that applies to the administration of this assessment to this student.

Timing/Scheduling Accommodations:

A. This subject administered with breaks/multiple sessions

B. This subject administered with NO breaks/one session

C. Multiple subject administration with breaks/multiple sessions

D. Multiple subject administration with NO breaks/one session

--Choose all tests administered in one session: [checkboxes, allow one or all to be chosen]

--Reading—Writing—Math--Science

8. Reorganization of Secure Test Materials

Secure Test materials located under the Materials Tab have been reorganized for ease of use.

	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10	Expanded Levels of Support Items (ELOS)
Reading	AKAA Grades 3 & 4 Reading- Scoring Protocol	AKAA Grades 5 & 6 Reading- Scoring Protocol	AKAA Grades 7 & 8 Reading- Scoring Protocol	AKAA Grades 9 & 10 Reading- Scoring Protocol	AKAA ELOS Reading Scoring Protocol
	AKAA Grades 3 & 4 Reading- Student Materials	AKAA Grades 5 & 6 Reading- Student Materials	AKAA Grades 7 & 8 Reading- Student Materials	AKAA Grades 9 & 10 Reading- Student Materials	AKAA ELOS Reading Student Materials
Writing	AKAA Grades 3 & 4 Writing- Scoring Protocol	AKAA Grades 5 & 6 Writing- Scoring Protocol	AKAA Grades 7 & 8 Writing- Scoring Protocol	AKAA Grades 9 & 10 Writing- Scoring Protocol	AKAA ELOS Writing Scoring Protocol
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Mathematics	AKAA Grades 3 & 4 Math- Scoring Protocol	AKAA Grades 5 & 6 Math- Scoring Protocol	AKAA Grades 7 & 8 Math- Scoring Protocol	AKAA Grades 9 & 10 Math- Scoring Protocol	AKAA ELOS Math Scoring Protocol

9. DIASA-Data Interaction for Alaska Student Assessments

Data Interaction for Alaska Student Assessments (DIASA) is a dynamic, Web-based system that provides online access to student performance for Alaska’s required student assessments.

Alternate Assessment student data will be included this year. See your District Test Coordinator for a password. <http://www.eed.state.ak.us/tls/assessment/diasa.html>

10. Reliability and Validity Studies

The Writing Ideas and Organization Scoring Guide was rewritten for improved clarity. In spring 2011, EED and Dillard Research Associates (DRA) will be conducting reliability studies on the alternate assessment writing scoring protocols. If your student is chosen, you will **not** shred the scoring protocols at the close of the test window and those scoring protocols will be sent to EED/DRA. Further instructions will follow.

11. Braille and Large Print Orders

District Test Coordinators will send Braille and Large Print test orders to EED, October 11-15, 2011. Please alert your DTC if you have a student requiring one of these assessments. These tests will be mailed to the DTC in mid-January.

12. Alternate Assessment Training and Committees

2010-2011

New Mentor Training, September 27-28, 2010, Juneau, AK

Annual Mentor Training, October 25-26, 2010, Anchorage, AK

Alternate Assessment Advisory Committee, October 27, 2010, Anchorage, AK

Bias and Content Review, TBD

2011-2012 – Dates are tentative

New Mentor Training, September 26-27, 2011, Juneau, AK

Annual Mentor Training, October 27-28, 2011, Anchorage, AK

Alternate Assessment Advisory Committee, October 26, 2011

13. Program Evaluation

A program evaluator has been contracted to review and make recommendations for continuous improvement to the Alternate Assessment program. She will be reviewing the areas of test development and administration, scoring and reporting, training and support, use of assessment results, program documentation, and may conduct interviews with district personnel.

14. Alternate Assessment Advisory Committee

EED recruited for qualified assessors and mentors to participate in an advisory committee on alternate assessment issues. This group will provide advice and make recommendations to EED. Alternate Assessment mentors have functioned, and will continue to function, as an informal advisory group.

15. Work Ready/College Ready Regulation

The two Work Ready/College Ready regulations are under legal review to determine how these regulations may apply to students with significant cognitive disabilities. The two regulations are: 4 AAC 06.715. Work ready/college ready transitional skills curriculum and benchmark Assessments, and 4 AAC 06.717. Work ready/college ready transitional skills assessment.

2010-2011**Changes to the Alaska Alternate Assessment Training Site <ak.k12test.com>****POLICY OR PROCEDURAL CHANGES****1. Expanded the Testing Window**

The testing window now opens on January 31 and closes at 6:00 pm on April 8, 2011. Secure test documents will be available for download on January 31, 2011.

2. Removed “Absent” as a reason to not test a student.

A student is unlikely to be absent for the entire, expanded alternate assessment testing window (ten weeks). **Absent** as a reason not tested has been eliminated. If a student is hospitalized or absent for the entire ten weeks, choose **Other** and provide a brief explanation in the text box that will appear.

3. Changed the “Mark this area complete” checkbox

The checkbox at the bottom of each training page has been changed to “I have read this page” and is duplicated at the top of each training page. This statement corresponds to the Test Security Agreement

4. Added “Refresher Proficiency Test” function

Returning Qualified Assessors and Qualified Mentor-Trainers who completed the web-training last year need to refresher certain skills and understandings (listed in the Materials tab under “Refresher Test.” After reviewing those training topics, these QAs and QTs must complete a Refresher Proficiency Test which will be automatically available to them in the Proficiency tab. Refresher tests have only 25 questions total, five each in Administration, Reading, Writing, Mathematics and Science.

Returning QAs and QTs who are eligible for the Refresher Test must earn 80% correct, or attempt the test a second time. If a third trial is required, Returning QAs must contact their District Mentor to reset their test attempts; Returning QTs must contact Aran Felix at EED to reset their tests.

5. DIASA-Data Interaction for Alaska Student Assessments

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<http://www.eed.state.ak.us/tls/assessment/diasa.html>

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TRAINING and CONTINUOUS IMPROVEMENT**1. Reliability and Validity Studies**

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SPECIFIC WEBSITE CHANGES

TRAINING tab

1. Content reorganized into Sections

A CALENDAR section was inserted at the top of the training topics, with a link to important dates and events for the Alaska Alternate Assessment.

Five content area topic sections were defined: ADMINISTRATION, READING, WRITING, MATH, SCIENCE

Each content area topic has several pages of training text, or video and supporting documents.

2. Encouragement to complete a training section in one content area, then move to that content area proficiency test

After each training topic area (ADMINISTRATION, READING, WRITING, MATH, SCIENCE), a note was inserted at the end of the last page of that section:

NOTE: After you have completed the Administration modules prior to this page, take the Administration Proficiency Test.

You will have two opportunities to earn a score of 80% or greater. After the second attempt, you will need to have your tests reset. Please contact your District Mentor to reset your proficiency tests. If you are a Qualified Mentor-Trainer, please contact Aran Felix at EED to have your proficiency tests reset.

3. Enhanced training in administering the test and moving to ELOS

The rules for administering the test were significantly enhanced and include the rules for moving to ELOS. (ADMINISTRATION > Test Administration Information and Rules).

The rules for administering ELOS were clarified (ADMINISTRATION > Expanded Levels of Support (ELOS)).

4. Reasons Not Tested

The Reasons Not Tested training page has been updated to remove “Absent” as an acceptable reason to not test a student with the Alaska Alternate Assessment (ADMINISTRATION > Reasons Not Tested).

5. Enhanced guidance in scoring writing samples (Administration > Writing Scoring)

The definitions and examples in Writing Scoring were enhanced during New Mentor Training to address common areas of confusion. In addition, the scoring guidance pages for Correct Word Sequence scoring and Ideas and Organization scoring have been improved, based on feedback from the Annual Mentor Training in 2009.

6. Subject Area training sections

All subject area training sections (Reading Training, Writing Training, Math Training, and Science Training) have been updated with corrected support materials as needed. The

most significant changes were to the Writing Training pages, where the updated CWS and Ideas and Organization rubrics have been applied.

PROFICIENCY tab

1. Proficiency vs Refresher tests

For most users, the system will direct the user to take proficiency tests. Proficiency tests are similar in scope and layout to last year: 20 questions for each of five content areas (Administration, Reading, Writing, Math and Science). Users must score 80% correct to pass the proficiency. After a second attempt does not earn 80%, the Assessor-in-training must contact his or her District Mentor to have the proficiency test reset for another two attempts. Mentors should review the missed questions and provide additional coaching in areas of confusion to their protégés.

Returning Qualified Assessors (QAs) and Qualified Mentor-Trainers (QTs) who completed all training last year will be directed to take Refresher tests. These tests are reduced in scope, and focus on highlights and key areas: 5 questions for each of the five content areas (Administration, Reading, Writing, Math and Science). QAs and QTs who are eligible for the Refresher tests must earn 80%, and are given two attempts to pass. QAs who need their Refresher Tests reset for an additional two attempts must contact his or her District Mentor. QTs who need their Refresher Tests reset for an additional two attempts must contact Aran Felix at EED.

MATERIALS tab

1. Reorganization of materials into sections

Practice Test Materials, Training Materials, Refresher Tests and Secure Test Materials are the Section headings as of 10/8/2010. Other sections may be added during the window. Documents will continue to be uploaded within sections as they become available, especially in the Training Materials section.

2. Limited access to certain sections and materials

- Access to Training Materials is restricted to Qualified Mentor-Trainers.
- Access to Refresher Test materials is restricted to Qualified Assessors and Qualified Mentor-Trainers.
- Access to Secure Test Materials is restricted to Qualified Assessors and above (those who have completed the steps to become a QA or QT in 2010-2011, or who were previously a QA or QT and have completed either the proficiency tests or refresher tests). Secure Test Materials will be available on January 31, 2011).

3. Reorganization of Secure Test Materials

Secure Test materials located under the Materials Tab have been reorganized for ease of use. Simply click on the blue, highlighted test document to have the document download to your desktop in PDF file format (be sure to remove all downloaded test documents from your hard drive and “Empty Trash” by April 12, 2011).

	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10	Expanded Levels of Support Items (ELOS)
Reading	AKAA Grades 3 & 4 Reading-Scoring Protocol	AKAA Grades 5 & 6 Reading-Scoring Protocol	AKAA Grades 7 & 8 Reading-Scoring Protocol	AKAA Grades 9 & 10 Reading-Scoring Protocol	AKAA ELOS Reading Scoring Protocol
	AKAA Grades 3 & 4 Reading-Student Materials	AKAA Grades 5 & 6 Reading-Student Materials	AKAA Grades 7 & 8 Reading-Student Materials	AKAA Grades 9 & 10 Reading-Student Materials	AKAA ELOS Reading Student Materials
Writing	AKAA Grades 3 & 4 Writing-Scoring Protocol	AKAA Grades 5 & 6 Writing-Scoring Protocol	AKAA Grades 7 & 8 Writing-Scoring Protocol	AKAA Grades 9 & 10 Writing-Scoring Protocol	AKAA ELOS Writing Scoring Protocol
	AKAA Grades 3 & 4 Writing-Student Materials	AKAA Grades 5 & 6 Writing-Student Materials	AKAA Grades 7 & 8 Writing-Student Materials	AKAA Grades 9 & 10 Writing-Student Materials	AKAA ELOS Writing Student Materials
Mathematics	AKAA Grades 3 & 4 Math-Scoring Protocol	AKAA Grades 5 & 6 Math-Scoring Protocol	AKAA Grades 7 & 8 Math-Scoring Protocol	AKAA Grades 9 & 10 Math-Scoring Protocol	AKAA ELOS Math Scoring Protocol

DATA ENTRY tab

1. Entering Student Caseload Information

All student names and demographic information needs to be entered into the online system by February 14, 2011 at the latest. You may begin entering student data on January 31, 2011.

2. Collecting Additional Information on Timing/Scheduling Accommodations Used:

Refer to Table 2 in the Participation Guidelines for further definitions of accommodations.

“Breaks” means that the student was provided frequent breaks during testing.
 “Multiple sessions” means that the test was administered over several days.
 Select the option below that applies to the administration of this assessment to this student.

Timing/Scheduling Accommodations:

- A. This subject administered with breaks/multiple sessions
- B. This subject administered with NO breaks/one session
- C. Multiple subject administration with breaks/multiple sessions
- D. Multiple subject administration with NO breaks/one session

--Choose all tests administered in one session: [checkboxes, allow one or all to be chosen]

--Reading—Writing—Math--Science

REPORTS tab

1. AA Individual Student Reports:

Student reports will be uploaded to <https://akreports.k12test.com/> on May 16, 2011.

EED will not mail out student reports unless a district specifically requests this service.

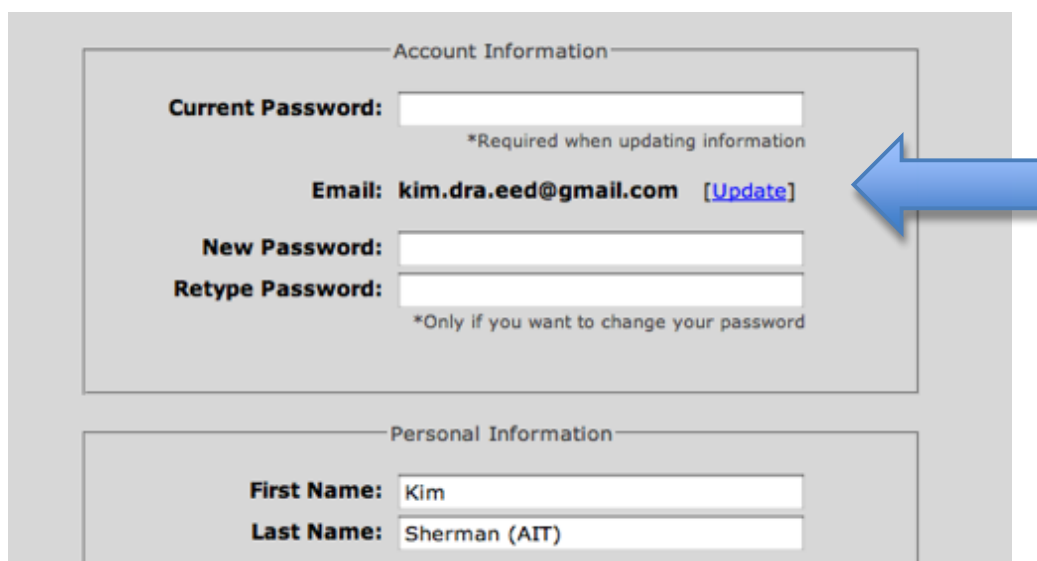
District Test Coordinators received their logon and password at DTC training in September 2010.

2. AA Unofficial Student Reports:

These reports are available immediately after entering AND submitting all student scores into online system. In the past, these reports were not available after the test window closes. New this year: The unofficial reports will be available until June 17, 2011.

HELP / SETTINGS tab (previously ACCOUNT)**1. Help Desk Information included at the opening page of this tab****2. Ability to easily update email address for account**

Users can change their email address associated with their ak.k12test.com user information:



Account Information

Current Password:

*Required when updating information

Email: **kim.dra.eed@gmail.com** [\[Update\]](#)

New Password:

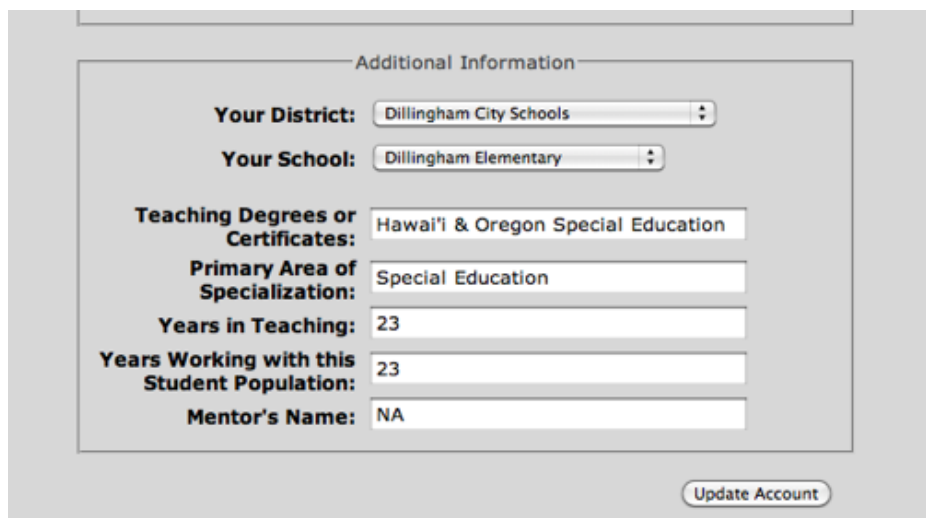
Retype Password:

*Only if you want to change your password

Personal Information

First Name:

Last Name:

3. Additional user demographic information collected.

Additional Information

Your District:

Your School:

Teaching Degrees or Certificates:

Primary Area of Specialization:

Years in Teaching:

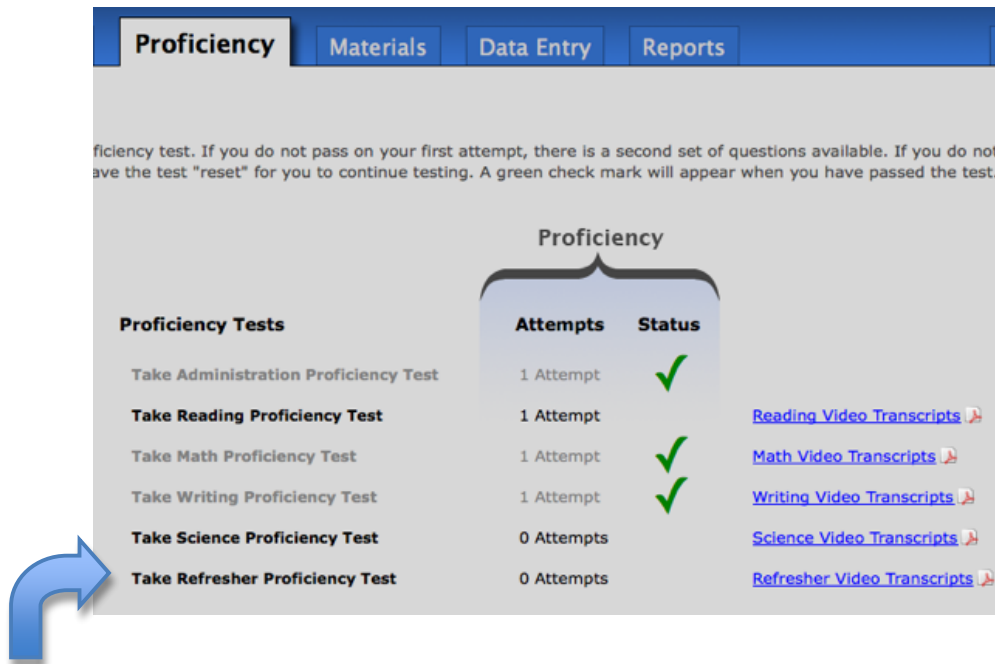
Years Working with this Student Population:

Mentor's Name:

Refresher Training Tasks

Returning Qualified Assessors and Qualified Mentor-Trainers (educators who participated in the full Alternate Assessment online training in 2009-2010 and passed all five 20-question proficiency tests) are responsible to “refresh” their skills around the administration and scoring of Alaska’s Alternate Assessment.

Returning QAs and QTs must review the following training topic areas, then pass the Refresher Test (listed on the Proficiency tab, at the bottom of the subject area proficiency tests):



Proficiency		
Proficiency Tests	Attempts	Status
Take Administration Proficiency Test	1 Attempt	✓
Take Reading Proficiency Test	1 Attempt	Reading Video Transcripts
Take Math Proficiency Test	1 Attempt	✓ Math Video Transcripts
Take Writing Proficiency Test	1 Attempt	✓ Writing Video Transcripts
Take Science Proficiency Test	0 Attempts	Science Video Transcripts
Take Refresher Proficiency Test	0 Attempts	Refresher Video Transcripts

Training Topics Required for Refresher Training/Refresher Test:

Test Security	Status of Data Entry
Test Administration Information and Rules	Reading Scoring
Expanded Levels of Support (ELoS)	Writing Scoring
Reasons Not Tested	Math Scoring
Accommodations	Science Scoring
Reinforcement During Test Administration	

After two attempts at passing the refresher test, your test sessions will be re-set to the full set of five proficiency tests.

- Returning Qualified Assessors, please contact your Mentor to reset your refresher tests.
- Returning Qualified Mentor-Trainers, please contact Aran Felix at EED to reset your refresher tests.

Protégé Review Checklist and Instructions

This document is a guide to help Qualified Mentor Trainers understand how they will train and evaluate their district personnel to become Qualified Assessors who are able to accurately administer and score their district personnel.

Mentors-in-training process:

- Attend new mentor training
 - Complete online training and pass proficiencies modules
 - Administer and score practice tests
 - DRA/EED reviews and evaluates practices tests
 - Receive Qualified Assessor Certificate and have status changed online from Assessor in training (AIT) to Qualified Assessor (QA)
 - Review and evaluate another AIT's practice tests using the SP Review Sheet
- DRA/EED reviews and evaluates the way you review another AIT for accuracy
- Attend Annual Mentor Training
- Receive Qualified Mentor-Trainer Certificate and have status changed online from Qualified Assessor (QA) to Qualified Mentor Trainer (QT)

Checklist for reviewing Practice Scoring Protocol:

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Expanded Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

Procedures for Using the Scoring Protocol Review Sheet

Mentors evaluate their protégé's, (Assessors-in-training), practice tests to ensure knowledge of administration and scoring using a *Scoring Protocol Review Sheet* available http://www.eed.state.ak.us/tls/assessment/alternate_optional.html, under Teacher Resources.

It is most important to remember that while reviewing the protégé's practice, the mentor sees a strong indication that the Assessor-in-training has a good comprehension of the assessment process and has the ability to administer and review the Alternate Assessments. Having extensive knowledge of the training and assessment administration, Mentors should use their best judgment when reviewing work from the field.

1. Print the *Scoring Protocol Review Sheet*
2. Is the information on the cover sheet filled out? (name, district, etc.)
3. Review each task in each subject area
 - Make sure scoring protocol scoring boxes are marked clearly and appropriately – all incorrect student responses should be written in the student response section
 - Make sure actual scores are correct with what is indicated in the student response section (a blank space indicates correct a correct response)
 - Make sure the total is added correctly
 - Place a check mark (✓) on the review sheet for correctly marked student responses and scoring/recording and a dash (–) for incorrect recording of student responses and scoring/recording. If a dash is placed for a task, indicate the error in the additional comments section.
 - Total the check marks at the bottom of the subject area review section and calculate the total percentage.
 - Use the *Overall Review Across all Four Content Areas* to review the overall administration and then calculate a percentage.
 - If each subject area, and the Overall review receive a 75% or better, the assessor has passed the practice test administration.
4. Note on the cover page of the Scoring Protocol Review Sheet whether or not the assessor has passed the practice test administration and any additional comments.
5. The last page of the DRA review sheet is to help the assessor keep track of what they have completed, and still need to complete.

Common Errors

Where	Error	Severity
All	Incorrect student responses not written in student response section	Depends on percentage missing. Is a problem if all student responses are missing, but if only a few, ok.
Writing	CLS or CWS added/scored incorrectly	Important concept to know for scoring. Again depends on percentage incorrect. If only a few errors may be ok, but completely incorrect scoring is a problem.
Cover page	Not completed	Ok for practice test, but at least administrator, student name, and district should be filled in for practice tests.
All	Individual items scored correctly, but total score at bottom of page missing or added incorrectly	Ok as long as individual items are scored/added correctly because data entry requires entry of each individual item.

Scoring Protocol Review Sheet

Mentor-Trainer Name: _____ **District** _____

Protégé Name: _____ **District** _____

Date _____ **Final Status: (Awarded by DRA/EED)** _____

Notes/Comments:

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
Total	/9	/9	/18 = ____ %

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
Total	/7	/7	/14 = ____ %

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
Total	/14	/14	/28 = _____%

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
Total	/8	/8	/16 = _____%

ELOS Tasks	Student Responses	Scoring Recording	Additional Comments
ELOS MATH			
Task 1			
Task 4			
ELOS READING			
Task 1			
Task 3			
Task 6			
Total	/5	/5	/10 = ____%

Overall Review Across all Four Content Areas

Use the following rating scale:

1	Unacceptable
2	Needs Additional Work
3	Satisfactory
4	Exceptional

No.	Review Area				
1	Cover Page: Names and identifying information recorded on cover page.	1	2	3	4
	Comments:				
2	Task Administration: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	1	2	3	4
	Comments:				
3	Scoring:				
	• Incorrect responses written to show student's response.	1	2	3	4
	• Scored correctly.	1	2	3	4
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	1	2	3	4
	Comments:				
4	Clear Markings: The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	1	2	3	4
	Comments:				
5	Stop Testing: If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	1	2	3	4
	Comments:				
	<div style="text-align: right;"> Total /28 = ____ % </div>				

Guidance on Standard and ELOS Item Administration

Clarification for ‘Three Task – Three Item Minimum Rule’

ALL students begin with the Standard Administration of test items/tasks for the student’s grade level with or without accommodations every year. If a student is non-responsive, refuses, or earns a zero score on **three consecutive items in three consecutive tasks** for a content area, the standard administration should be stopped and the Qualified Assessor (QA) should administer the Expanded Levels of Support Items (ELOS). The focus of the ELOS is on students who have very early systems of communication (may look at a speaker when her name is called, may indicate choice between activities, may have very early pre-skills for academic areas, etc).

The intent is to provide an opportunity for each student to demonstrate skills in the Standard Administration of the Alternate Assessment without administering the entire test to students who are not yet able to demonstrate skills at that level. In contrast, students who are capable of substantial engagement in a content area and reach their ceiling after scoring points in several early tasks would not be likely candidates for the ELOS.

The rule is operationalized as follows: The QA engages the student with the first three items on a task and enters zeros if the student has (a) no interactive behaviors, (b) actively refuses to engage in the activity, or (c) is consistently incorrect. The QA then administers another task and enters zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect. Finally, the QA moves to a third task and enter zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect.

Test Administration Considerations

Start with Task 1 and proceed with successive tasks. Generally, the early tasks in each content area Alternate Assessment are easier and become progressively more difficult and complex.

If the student scores three consecutive zeros in a task, testers CAN move to the next task; if you feel that the student may get any subsequent items correct, proceed to administer these items. However, realize that if the student DOES get any item correct, you no longer have 3 consecutive items incorrect.

Assuming the test administrator moves to the next task after these 3 consecutive items are zero; an additional 3 consecutive items in the second task need to be scored zero before moving to the next task.

On this third and consecutive task, this rule is applied one last time with the student needing to have 3 consecutive zeros before the ELOS items can be administered.

If a student participates in both the Standard Alternate Assessment tasks (with or without accommodations) AND ELOS, the scores obtained in the Standard Alternate Assessment score count.

If a student is well into an Alaska Alternate Assessment subject area before she reaches the “3 tasks –3 item” criteria then the assessor should determine if the student has clearly demonstrated her abilities in this subject area. If this is the case, the assessor need not move to the ELOS section as the student has demonstrated abilities beyond those assessed in the extended levels of support (ELOS) items.

If you submit scores you can edit them later; if you choose “Record Complete”, you can still edit scores later UP TO THE DATE THE TESTING WINDOW CLOSES. After the window closes, QAs cannot enter or edit any scores.

If you have a valid entry and then delete it, the deleted data will no longer be available to you (but the valid data are still saved in an archive file that can be accessed by DRA).

Examples of Student Testing Outcomes Related to ELOS Decisions

Following are patterns of responses for two illustrative students across a number of items and tasks.

Student 1	Student 2
Task 1: 0,0,0	Task 1: 1,0,0
Task 2: 0,0,0	Task 2: 0,0,1
Task 3: 0,0,0	Task 3: 0,0,0
	Task 4: 0,0,0
	Task 5: 0,0,0
Appropriate to administer ELOS	Appropriate to administer ELOS

In both cases below, the student should NOT be given the ELOS until more additional tasks are given.

Student 1	Student 2
Task 1: 0,0,0	Tasks 1 and 2 include various 0s and 1s
Task 2: 0,0,1	Task 3: 1,1,1
Task 3: 0,0,0	Task 4: 0,0,0
	Task 5: 0,0,0
This student needs 2 more tasks (with 3 consecutive zeros) before moving to ELOS	This student needs 1 more task (with 3 consecutive zeros) before moving to ELOS
Task 4: 1,1,1,0,0,0	Task 6: 1,1,0,0,0
Task 5: 1,0,0,0	
Now it is appropriate to administer ELOS	Now it is appropriate to administer ELOS

3 X 3 rule, when a Task has fewer than three items:

When a Task or Tasks have fewer than three items, interpret the 3 X 3 rule to mean “nine consecutive zeros across a minimum of three Tasks.”

Student 1	Student 2
Task 1 (4 items): 1,0,0,0	Task 1 (4 items): 0,0,0,0
Task 2 (2 items): 0,0	Task 2 (2 items): 0,1
Task 3 (5 items): 0,0,0	Task 3 (5 items): 0,0,0
Task 4: (1 item): 0	Task 4: (1 item): 0
It is appropriate to administer ELOS.	This student needs an additional 5 consecutive zeros before moving to ELOS
	Task 5 (1 item): 0
	Task 6 (7 items): 0, 0, 0, 0
	Now it is appropriate to administer ELOS